Youth

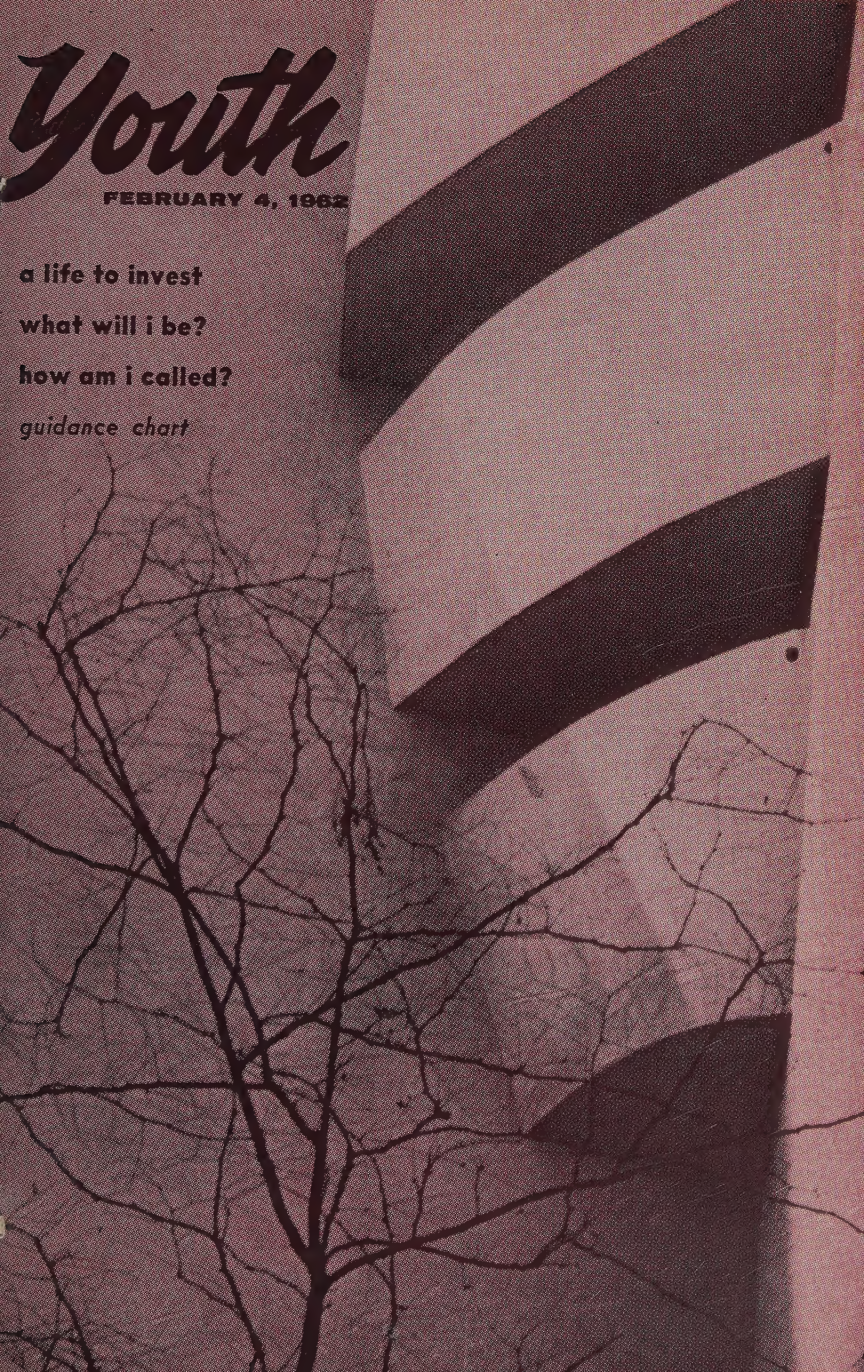
FEBRUARY 4, 1962

a life to invest

what will i be?

how am i called?

guidance chart



Youth

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Editor:
Herman C. Ahrens, Jr.

Associate Editor:
Kay Lorans

Editorial Assistant:
Betty J. Warner

Art Consultant:
Charles Newton

Editorial Address:
Room 306
1505 Race St.
Philadelphia 2, Pa.

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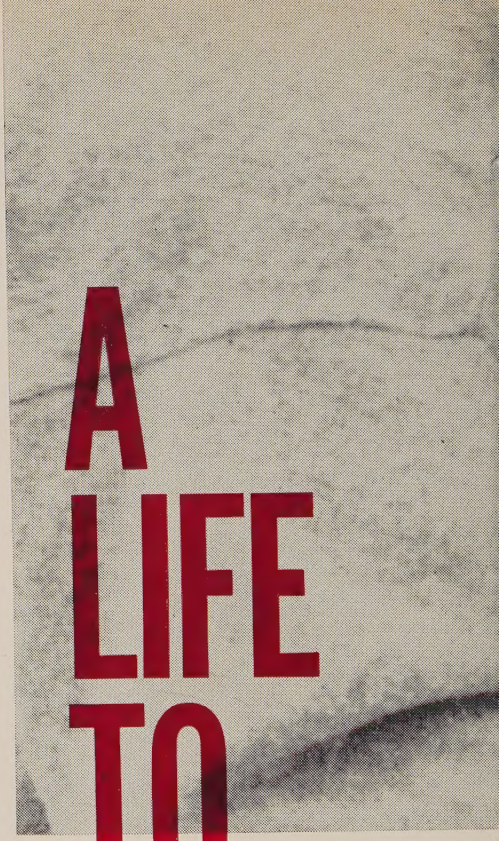


A LIFE TO INVEST

EMORANDUM

To: You
From: S. L.
Re: Your Biggest Investment

You're in business right now. In fact, you have been ever since you ere born. You're in the biggest business there is—this business of living. In the everyday world of business investment you find two kinds of ple: 1) those who don't invest and 2) those who do invest. A simple ught? Yes, but just what makes these two types do what they do?

Take the guy who doesn't invest, for instance. Probably he steers clear

for one or a combination of the following reasons: a) he simply a
honestly doesn't have anything to invest; b) he's got it but investing bo
him, he couldn't care less; c) he's got it, but is afraid to run any risk
losing it.

Now the guy who does invest is, no doubt, prompted by different reaso
They might be: a) he looks to investments as a place to put his mon
where it will be safe and protected; b) he wants to invest in order to ea
dividends on the money he already has; c) he may get a kick out of taki
chances; or d) he wants to have a part in something big and bold.

This is where we all enter the discussion. Whether you say it t
way or not, most of you know that you are already rich and have been g
ing some thought to where you might invest. You are rich because of the
heritance of life which has come to you, and this is the big push. Where l
is concerned, everyone is an investor. The decision to invest or not to
vest is simply not open to us. You, as youth have this tremendous wea
of life stretching before you, and you will be investing it somewhere. Pa
of course, you may bury, like the man in the parable of talents, but life
its wholeness demands investment.

List all that is a part of life—everything from dreams to despair, a
don't leave out joy, sorrow, energy, love, hopes, talents, friends, fami
home, money, popularity, worthy and unworthy causes, sex, God. All
these are part of your life and they demand decision about what you w
do in relation to them.

I am daring, here, to group them all together and suggest to you that
general principles you adopt in deciding what to do with this "life inve
ment" is, when you look deeply, the basic question of VOCATION. We
that word so loosely that we tend to think it is only a synonym for occu
tion, and it has come to mean that also. But *vocation raises the much lar
issue of all that you are and do—not simply what kind of job you sho
get.* The question of occupation is rough, too, but its whipped cream o
sundae in comparison to the barbed wire of vocation.

Human life pushes two basic questions at us and every time
move, we are showing part of the answers which we make to these questio
Right now, the manner in which you come at your job of being a stud
is part of your answer. These questions are: 1) *Who am I?* and 2) *In w
do I participate?*

If you can get a firm hold on an answer to the first (who am I?) qu
tion, then, and only then, can you control and direct your answers to
second. The Christian faith invites us to enter into some understandi
that speak clearly to this. It might be put in this way: you are a child

od, brother to your fellow-man, called to know and grow in God's love nd to freely give your life as a response to this love. You have responsiilities to yourself, to your neighbor and to your God. As you work at em you will seek to let something of this same love be at the core of what u do and what you are.

Now here is a very strange twist to this life-investment, vocation-busiess. As soon as a Christian answers "Who am I?", he sees that the life e has to invest doesn't really belong to him. It belongs to God. Each of s is, in a sense, a broker to whom God has entrusted a portion of his ealth. We are granted freedom—but it is still God's wealth and we are sponsible for it.

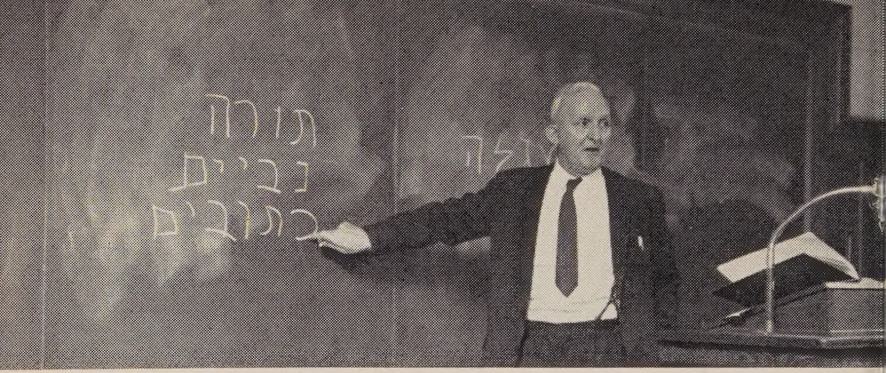
When we go to invest our lives, which are really God's, we still want have some guidelines in mind. Our society teaches us plenty, and as roducts of this society these are real pressures: a craving for security; a eed to be well-liked; a grasping for power and prestige; a yearning for ts of cash; and unless we are careful these could become our guide-lines.

"All right, then," you ask, "if these shouldn't be our guidelines for inestment, what can we use?" There are no pat answers to the concern r Christian guidelines, but, fortunately, there are helpful clues: 1) Reember to start with searching out for yourself a beginning answer to e question, "Who am I?" 2) Live with the answers to that question and kamine all of your life, from sex to occupation, in terms of its meanings.

Then confront question number two "In what do I participate?" Your nswer to the first query may help you conclude that it's a life drama in hich you are free to be, to do and to say exactly what you want. But it's so a drama in which you are called to act in accordance with the meang and purpose of the whole script which has God as its author.

As one who shares in this life drama you will look to a reverence for all her persons; you will look to a reverence for the possibilities of your own fe and talents; you will look to the ways and means in which you can beome and be the best self of which you are capable; you will look to places nd times that challenge the giving of your talents as ways of contributing the general welfare of mankind; you will look to all human relationips as a place where God's spirit can be experienced; and you will look God for guidance and strength in all.

As an investor, you will experience a kind of security which you didn't ow existed; you will receive returns that you didn't and couldn't earn. u will discover the fullness of life which can only come from particiating creatively with God in the miracle of his creation.—SCOTT LIBBEY



INSIDE SEMINAR

Through personal encounter, student grows. He learns fro great minds in the classroom He shares personality and em tions through a religious dram program. He delves into b ideas in student forums. H reads, questions, attempts a swers. His search as a seminari covers the Bible, the history the Church and of Christi thought, theology, philosophy religion and Christian ethics.

NTERVIEW *with the seminary student today*

very seminary student asked the same questions you're asking bout his future work. He found some answers in high school and llege. He's still looking for others and wants to share his oughts about life before, during and after seminary with you.

Q *How did you become interested in a church vocation?*

A "I became interested in a church vocation as a result of a complex f reasons. It was persons such as my parents, the ministers in my local hurch, and outstanding adults who showed by their example the strength e Christian faith can nurture. This didn't happen in one blinding Damas- us Road incident but in a series of moments when I was confronted by a eing so great that I could not lift my head, but that being in love and ompassion reached out and lifted it for me."

"It was about my junior year in college when seriously struggling with e question of what it meant to be a Christian in any vocation, that I de- ided that my life's service to Christ and his church had to be in working r a greater relevance of the church in speaking, listening, and serving our ord by ministering to all men."

"When I heard a sermon on the subject by my university pastor. This ppened in my freshman year at undergraduate school. I had not even nsidered it before that time. This sermon was the beginning of a long d hard time of decision."

Q *During your decision, did you have doubts?*

A "Yes. In fact the doubts were and still are always present, because am human and capable of error. I doubted God and the entire range of hat I had been told Christianity was all about. I doubted the church and s right to speak about love, while so often being far from practicing it. I oubted my own abilities, my own motives and my own faith."

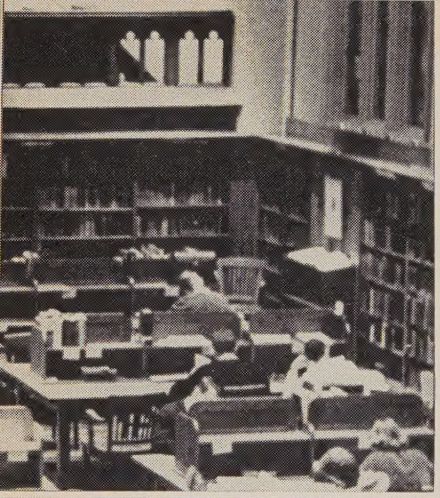
"Of course, I had doubts; anybody who doesn't is either dishonest or ead. Mine were of a specific vocational nature. I wondered whether my asic Christian commitment could best be expressed as a minister."

Q *Do you have any doubts—still?*

A "I certainly do have doubts as to what my specific occupation will , but I also have strong hopes that no matter what my immediate task ay be, there may be opportunity for Christian witness in my work."

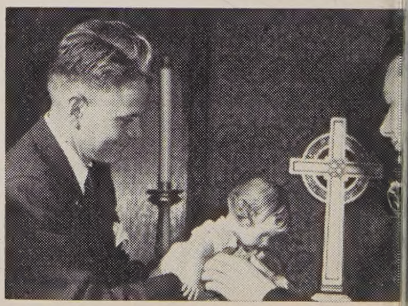
"Yes. About where I shall serve and how. Also, sometimes about whether s faith speaks in a decisive way to the needs and the issues of our time."

"Yes, because doubt is a part of faith and a sign of vitality, not stagna- on. It is a restless doubt, not despair; it is constructive discontent. The



INSIDE SEMINARY

The student's work in a seminary is similar to that of a student at any other professional school. Both are absorbed in studies which are the traditional bases of their professions. Yet, their work differs. A divinity student's courses should clarify and deepen his knowledge of God, challenge his being, effect deep changes in him. In all activities, he seeks to grow in understanding of himself and others.



danger is not futility, but the feeling of contentment with one's depth of faith and commitment."

Q *Between decision and seminary did your decision make any noticeable change in your mental, emotional and spiritual life?*

A "My whole life was changed by my decision. I felt a new sense of purpose and direction. I was strongly motivated to use my time and resources wisely in preparation for my future ministry."

"No. There were times while in the Army when I wondered if I should be behaving somehow differently because I was planning to go to seminary. But I mostly wondered and did not experience any real change in my mental, emotional or spiritual life."

"There was no radical change in my life owing to this 'decision.' Although I began to be more interested in people, to spend a little more time reading the Bible, and to consider problems such as pacifism, I was still the same sort of well-rounded dilettante as ever."

Q *How did you choose a seminary?*

A "I wanted a seminary whose faculty could equip me most adequately for the parish ministry. My college chaplain and home minister were very influential in leading me to Union."

"I chose this seminary because of its academic excellence in general and its consciousness of the problems of the contemporary world."

"Mainly on the influence of the ministers around me and on the information that I had about seminaries. The final decision between two or three was on the basis of faculty, prestige, environs, study life."

Q *How did your decision change your course of study?*

A "Not at all. I wanted a well-rounded liberal arts education, and this education prepared me no better for seminary than for graduate schools in other fields of study."

"When I decided to go into the ministry, I had one year left to finish my degree in chemistry. I went on to complete the courses prescribed for the program."

"I was a history and English major and took a few religion courses. I knew I would be doing this work on a graduate level at seminary and wanted some real acquaintance with other fields."

Q *How did it affect your extra-curricular activities?*

A "I had to examine what I did and the standards for my conduct closely. Because I was interested in a wide range of activities I took part in

INSIDE SEMINARY

Without community life a seminary lacks much. Elder scholars and younger students need to meet and talk informally. Students need to relax through music, conversation, casual learning experiences. It's in this personal imprint of "mind upon mind and spirit upon spirit that moral and ethical values, fresh insights of belief, and encouragement in the face of doubts" are best communicated. Such life lasts 24 hours a day.

hem, but I felt a special need to examine those activities in the light of hat I believed."

"My answer to this question is really in the reverse. The extra-curricular ctivities in college such as Westminster Foundation influenced my eventual ecision to enter seminary."

Q *What are the qualities that make an effective minister as you begin o know these?*

A "Honesty, courage, compassion, a true dedication to Christ and the illingness to look like a fool."

"These qualities are as varied as the persons who might hold them. I elieve that a minister must have sensitivity, openness, honesty, creativity, exibility and many other attributes associated with persons who hold posi-ions of leadership and responsibility. Most important as I see it is that a inister must have a thorough and deep self-knowledge and an awareness hat any self-knowledge must be deeply rooted in one's knowledge of God."

"Honesty, in the sense of listening well and being realistic about what is oing on around him; openness to witness in many ways; courage amidst he challenges to the Gospel; willingness to teach that all might minister."

Q *What are the chief joys (or problems) of seminary life?*

A "The fellowship of Christians seeking to serve God. The maturing of ne's own faith in God and one's relationship with him."

"The chief problem of life at this seminary is that there is no day of rest. he chief joys come in the sharing of concerns with other Christians."

"The rather constant richness of the relationships here with faculty and tudents, the worship life and the lectures are joys. The problems center round the fact that here one is inwardly compelled to self-examination. Ve are often especially open to one another. All this is an opportunity or growth—but is painful."

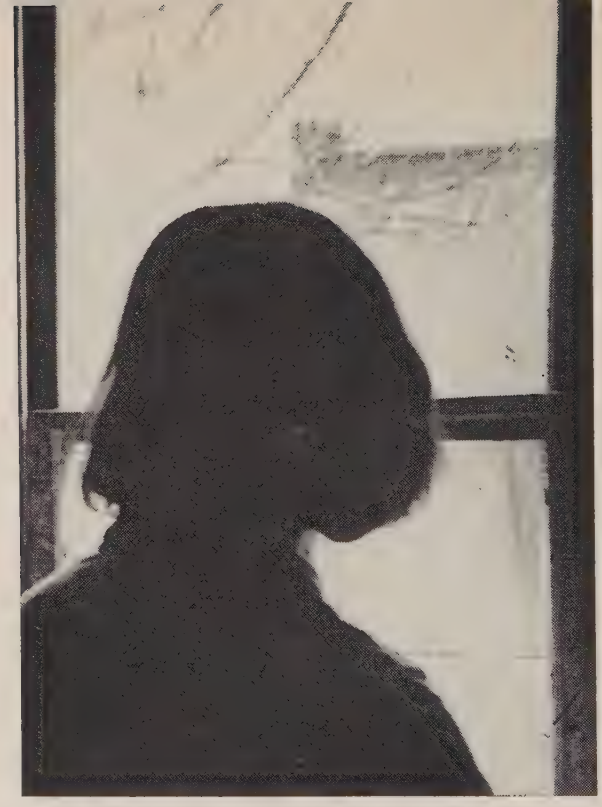
Q *After seminary what are your plans and what job possibilities do you ee?*

A "At this point, I feel that I shall spend the rest of my life in the parish inistry."

"Mainly college teaching or student work."

"I have considered going into chaplaincy (hospital, campus, armed rces) or working for a while in overseas missions."

"Possibly a position as a Director of Christian Education or some form f teaching with part-time church work or voluntary service."



WHAT WILL I BE?

"When I grow up, what will I be? Will I be pretty? Will be smart? What will the future be?" "Qué Será's" liltin melody is a clever cover-up for crucial questions. To the chilc it speaks of wonderful dreams in the far-away world of growr ups. But to the teenager who can say, "Now that I *am* grown-u or, at least, almost," What will I be? is a question that cor cerns the rest of your life. "Whatever will be, will be" is catchy ending to a pretty song, but it's an impossible and ur realistic answer for you to give to the questions asked.

So many people drift into their life's work, and then late find that they are dissatisfied. Finding the right job is im portant from the consideration of what your future incom will be, but just as important is your satisfaction with the wor you do. To find the right kind of work takes time, effort and plan. Several main steps must be involved in this plan:

▶ Step I. *Understand the full meaning of "vocation."* Althoug

ccupation and vocation are used interchangeably, there is a difference. Merriam-Webster says that occupation is specific—the work in which a person is regularly employed. Vocation is more encompassing. It involves the total orientation of a man's life and work in his ultimate sense of mission; the responsibility of an individual to serve the divine purposes in every condition, work or relationship of life. For a Christian it means being a faithful member of the fellowship of God's people in whatever job or occupation you may find yourself. Knowing that you are called to something greater than a single job makes you realize that most occupations can be worthy ones if you've chosen one in which *you* can be happy and contribute the best of yourself.

Step II. *Learn all you can about yourself.* Any good guidance counselor will try to help you discover yourself before you discover anything else. He may ask "What subjects do you like best and do best? What subjects do you like least and do most poorly? What things are of interest to you in extra-curricular activities? What jobs have you had? What have you learned about yourself through these jobs? What hobbies do you have? If you don't have any, what do you do in your free time? Do you like to read? If so, what? Are you good at reading or do you have difficulties?" These are questions you should ask yourself, too.

After a counselor helps you to better understand your own likes, dislikes, strengths and weaknesses, he will use tests to gain additional information. He may give you the General Aptitude Test Battery which measures nine major aptitudes: intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity and manual dexterity. He may administer interest tests and specific aptitude batteries, too.

A good counselor will interpret the test results for you on the basis of norms that have been set up through testing sample groups. Then he will help you fit the facts that these tests give you about yourself into your total personality picture. He will urge you not to place all your faith in a series of tests when family background, interests, friends, past performance and future desires all play important parts.

Step III. *Learn all you can about the world of work.* If you are to make a wise choice, it is necessary to know about various job fields open to you today. Some methods of classification divide the variety of jobs into a bird's eye view of the world of work. These divisions are professional, semi-professional, managerial, clerical, sales, agricultural, fishery, forestry, skilled occupations, domestic service, building service, semi-skilled and unskilled. These divisions, in turn, can be divided into some 25,000 jobs.

There is no specific "right" job for a person; human beings can do

many jobs. You will discover that your school counselor has an occupa tional library where you can read and explore the various job familie within each of these groupings. One of the best ways to acquaint yoursel with a job is to visit specific people who are doing the work in which yo are interested. Talk with them; ask questions and find out about the a vantages and disadvantages of a particular field.

There are also many fine post-high school opportunities which you ca follow after the vocational programs in high school. Some high school vo cational programs can lead directly to employment. Apprentice on-the-jo training is available in many areas. Usually the state employment servic has listings of these types of opportunities. So start early in high schoo to explore and learn all you can about different occupations.

▶ Step IV. *Match the information gathered about different occupation with what you learn about yourself.* This is the most difficult step sinc most of us want someone to tell us what we should do. A good counselo whether related to your school, your home (parents can be good counselor too), your church or some community or service agency will leave the fina decision to you. After carefully evaluating the various job requirement a person evaluates himself in relation to that job. Most school counselo will share with you the facts you need to know to help you make the righ decision. He should not spell out in "A B C fashion" what he thinks yo should do. Only probable occupational areas should be indicated by hi in order to help you make your final choice.

▶ Step V. *Get the best preparation possible.* Every counseling progra (you can turn to college and state university guidance people here, too should have information for you about colleges, universities, trade an specialized schools, military service, scholarships and financial aid avai able to you. It's important that you select a school or place of trainin which will help you prepare for the occupational field you hope to enter.

▶ Step VI. *Placement and adjustment help.* Complete guidance progran in schools, government or churches should offer placement services: hel in getting into college or in getting a job. Then they should follow yo into your new position and guide you in making adjustments or transfers.

You should also be able to expect specialized help from good guidan programs. They should help handicapped persons get in touch with th state rehabilitation counselor. They should be interested in the perso with reading difficulties and help him get assistance. If students hav special abilities, scholastically or artistically, a counselor can help chann them. And complete guidance programs are also interested in the mental retarded child or the teenager who might drop out of school.

If you've sought out all the possible counseling services from sourc

vailable to you and still ask, "What I change my mind or can't make p my mind to a final decision?" on't be discouraged. You don't ake one decision about an occupa-on, but a series of decisions over a ng period of time. Keep as many cupational doors open as long as ou can and change will not be ifficult.

But keep your sights set on a goal, o. You may be indefinite about the specifics of the rest of your life. You may even change the goal several times. But, in the meantime, a goal will help you to study and work with a purpose so that you don't flounder aimlessly from job to job or course to course.

"Whatever will be" in the grown-up world of work will be exactly what you make it in these years of exploration, preparation and choice.
—R. P. SHOBER

MORE INFORMATION NEEDED ?

Rev. Bruce Kriete, Church Vocations Secretary, Commission on Church & Ministry, 2959 W. 25th St., Cleveland, Ohio.

Rev. Joseph Howell, Personnel Services, Specialized Ministries, United Church of Christ, 1505 Race Street, Philadelphia 2, Pa. (Can inform you of specific employment opportunities, and suggest many further information resources.)

American Personnel & Guidance Associations, Publications Dept., 1605 New Hampshire Ave., N.W., Washington 9, D.C.

United States Department of Labor, Washington 25, D.C.

ALL YE WHO LABOR, Boggs, Wade H., Jr. John Knox Press, 1961, paper $2.50.

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CAREERS IN WORLD AFFAIRS, Intercom, April 1961. Department of Specialized Ministries, 1505 Race St., Philadelphia 2, Pa., $.30.

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LIFE ADJUSTMENT BOOKLETS ("What Employers Want," "Choosing Your Career," "School Subjects and Jobs," "Discovering Your Real Interests"), Science Research Associates, Incl, 1960, 57 West Grand Ave., Chicago 10, Ill., $.60 apiece.

OCCUPATIONAL OUTLOOK HANDBOOK, U. S. Department of Labor. Supt. of Documents, U. S. Government Printing Office, Washington 25, D.C., $4.25.

PROTESTANT RELIGIOUS VOCATIONS, Nelson, John Oliver. Vocational Guidance Manuals, 1952, (212-22 48th Ave., Bayside 64, Long Island, N.Y.), $1.80 (includes postage).

THE BIBLICAL DOCTRINE OF WORK, Richardson, Alan. Alec R. Allenson, Naperville, Ill., 1954, paper, $1.25.

THE REBIRTH OF MINISTRY, Smart, James D. Westminster Press, 1960, $3.50.

WORK AND VOCATION, Nelson, John O. (ed.). Harper & Bros., 1954, $2.75.

WORK IN MODERN SOCIETY, Oldham, J. H. John Knox Press, 1961 reissue, paper, $1.

WHERE TO GO FOR HELP, Oates, Wayne E. The Westminster Press, 1957, $2.

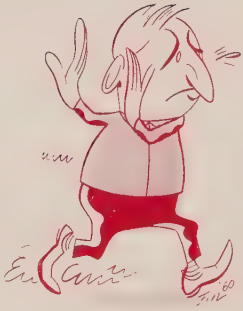
YOUR FAITH AND YOUR LIFE WORK, Million, Elmer G. Friendship Press, Inc., 1960, paper, $1.

YOUR VOCATIONAL ADVENTURE, Burt, Jesse C. Abingdon Press, 1959, $2.95.

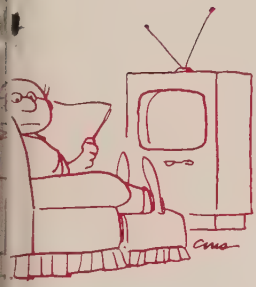
SOME HUMOR?

THE QUITTER

When the task becomes too difficult,
And the "going" becomes brittle,
He throws his hands up in despair,
And quits right in the middle!
Loose strings he just leaves dagglin',
Unfinished business is his par,
Fulfillment is beyond him,
He never gets that far!



OK—Who's



erested in becoming
l, Dad . . . I just want
e average adult, and
now all the answers!"

BRATFORD

Psst—Cadillac hubcaps!

VOCATIONS and OCCUPATIONS
a GUIDE for YOUTH'S READERS

Use this guide to occupations as a starter in your own search for a ca Talk to your high school counselor, church personnel service, local empl ment service. Get lists of books on vocations from them. Have them sh you complete occupational listings. Learn about the training necess for jobs in which you're interested. Become aware of careers that urgently need people like you in the next 10 years. Then build tow your own happy, useful future on this firm foundation of job facts.

AGRICULTURAL

FARMING

On-the-job activities / Growth potential for general farming is poor. The tendency is to specialize—livestock farms and ranches, crop specialty farms, etc. Activities depend on type of farm.

Preparation requires / Several types of vocational training are available. Contact your local county agricultural agent. Join groups such as Future Farmers of America or 4-H Club. Check with State Employment Services or the U.S. Dept. of Agriculture for summer farm employment.

Personal qualifications / A liking for outdoor work, independence, freedom and the variety of jobs associated with farming. Mechanical aptitude is increasingly a factor, and knowledge of marketing and economics extremely helpful.

EXTENSION SERVICE WORKER
AGRICULTURAL TEACHER
ECONOMIST
FINANCE WORKER
SOIL SCIENTIST
ENGINEER

On-the-job activities / Agricultural extension workers try to help people analyze and solve their farm problems through meetings, tours, demonstrati work with rural youth on projects. search workers, soil scientists, engin apply their knowledge to problems soil and water conservation, control insects, design of farm structures, Economists and finance workers largely employed by state agricult colleges, U.S. Dept of Agriculture specialize in fields such as farm mana ment, production, marketing, etc. S cialists may serve as teachers, con tants in mission stations.

Preparation requires / 4 yrs. coll leading to B.S. degree in agricultur in specialized area of choice such economics plus courses in agricult Graduate training highly desirable advancement in teaching, research economics fields.

Personal qualifications / Ability get along with people and to comm cate ideas. Capacity for leade (especially in fields of teaching and tension service work), a capacity organizing your own work and an quiring, analytical mind. An aptitude math and science is important for fields of research and engineering.

NOTE / ALL OCCUPATIONS MA WITH DIAMOND URGENTLY N APPLICANTS.

CHITECT

the-job activities / Plan and su-
ise construction of buildings. Con-
with clients, estimate costs, deter-
safety and other factors. In large
, may specialize in one phase such
design or administration. Some
ialize in church architecture and
ing on construction of churches in
nunities overseas.

paration requires / Graduation
a recognized professional school
3 yrs. of practical experience in an
itect's office. Obtain license (re-
ed by law in all states) on this basis.
o 12 years experience may be ac-
ed in some states in place of school
ing.

onal qualifications / Capacity to
er technical problems, a gift for
tic creation, a flair for business and
n relations.

E ARTS

JOURNALIST

the-job activities / Does writing
editorial work in radio, TV, govern-
agencies, for business, trade and
specialized periodicals, for circu-
n magazines, for church publications
as church school curriculum, fellow-
programs, religious magazines. May
careers in advertising, public rela-
work, and in teaching.

paration requires / 4 yrs. college
major in English, journalism or the
l sciences. Graduate training de-
le for advancement. Knowledge of
writing necessary. Broad educational
ground in a variety of subjects—
ogy, political science, economics,
y. Summer jobs are sometimes
able with advertising agencies,
paper publishers.

Personal qualifications / Creative ability, analytical and inquiring mind, accurate memory, resourcefulness and persistence. An outgoing personality is important for newspaper writers, reporters, public relations and advertising people.

COMMERCIAL ARTIST

On-the-job activities / Design illustrations for books, magazines, posters. Retouch photographic prints, prepare charts and maps, draw movie cartoons, do freehand and mechanical lettering, do layout for magazines, design labels for containers, sketch designs for greeting cards. Artists may be employed in church work as design and layout specialists for religious texts, periodicals and curriculum; do art work for film strip productions in denominational or national offices.

Preparation requires / Training in the techniques of commercial art from art schools, commercial art courses, public vocational schools, and through practical experience on the job. A course in art school generally takes 2 or 3 yrs.

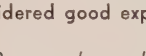
Personal qualifications / Good drawing technique, creative imagination, artistic judgment concerning harmony of color and line. Ability to sell ideas to future employers.

INTERIOR DESIGNER AND DECORATOR

On-the-job activities / Plans and supervises the furnishing of homes, offices, hotels. Plans color schemes, selects and often buys furniture, paintings and other accessories. Interior designer may work with architect in planning building interior. May become store buyer or merchandising manager.

Preparation requires / 3 yr. course at a recognized art school or 4 yr. college course leading to a Bachelor of Fine Arts degree. (It is possible to become interior decorator without formal training, though not probable). Part-time or summer selling experience considered good experience.

Personal qualifications / An interest in design, an aptitude for drawing, a sense of color harmony, a pleasing personality and ability to sell. Business sense needed if you hope to open your own establishment.



DRAMATIST

On-the-job activities / Acts in radio, TV, movies, legitimate theater. Has radio or TV program. Teaches speech, coaches debate or drama in high school or college. Writes plays. Acts in religious drama. Develops religious drama for use in churches or in the mass media, develops various forms of dramatic expression for use in the church. Writes and produces film strips and motion pictures for church agencies and independent firms.

Preparation requires / 4 yrs. college with major in speech, English, communications and/or training in specialized schools of acting and drama. Education courses for teaching. Participation in school dramatic and speech activities, a job in summer stock, part-time work in radio or TV helpful.

Personal qualifications / Ability to express ideas and moods through voice, facial expression, bodily movement. Ability to memorize and interpret words and characters. Enjoy communicating and sharing oneself with groups of unfamiliar people. Like to originate and express ideas verbally.

MUSICIAN

On-the-job activities / Teaches music (choral or instrumental) in high school or college. Directs school, professi or civic choirs and orchestras. Comp music. Does solo concert work. Play professional or civic orchestras; sing professional or civic choirs. Develops directs church music programs. S as professional church organist or ist. Sings in operatic companies.

Preparation requires / 4 yrs. coll with major in music and/or special training under private instructors. Stu in schools of music prepare you spe cally for musical careers. Graduate in one area of vocal or instrume study, if desired.

Personal qualifications / Natural sical ability. Diligence and patienc practice and study. Ability to disci oneself in order to stay in good phy and musical condition.

FORESTRY

On-the-job activities / Safeguard ests from fire, destructive insects, diseases. Reforestation; estimate amount of timber in a forest area appraise its value; sell or buy tim plan and supervise cutting of tim Sometimes the forest-land manage responsible for other resources and tivities, i.e., wildlife, camps. Fore specialize in one of above areas research, writing and editing and e sion work.

Preparation requires / 4 yrs. co leading to a bachelor's degree in f try. Most schools require one summ a camp operated by their college. ter's degree required for teaching search positions. Summer openin state and federal forests are good with local post office for nece federal forms.)

onal qualifications / Like outdoor . Have ability to meet and deal people. Be willing to work in iso- l areas occasionally. Be able to en- vigorous physical activity.

ALTH

PHYSICIAN

the-job activities / Diagnose dis- s and treat people who are ill. Pre- disease and rehabilitate the injured . Some teach, do research, write and medical books and magazines. May general practitioner, specialist and in hospital, private practice or . May work in church-sponsored ital and clinics at home and over-

aration requires / 7 to 8 yrs. col- (3-4 yrs. pre-med courses; 4 yrs. cal school) plus 1-2 yrs. internship. tional study and experience required pecialization. State exam for license registration.

onal qualifications / Keen powers bservation, objective judgment, re- ibility, initiative, manual dexterity, l general and scientific knowledge, sts in scientific and medical sub- and in service to others. Under- ing, tact, patience, kindness needed. cal stamina.

DENTIST

he-job activities / In clinics or te practices dentists locate and fill es in teeth, straighten teeth, take s of the mouth, treat gum diseases, t teeth, substitute artificial den- clean teeth, do laboratory work. specialize in straightening crooked oral surgery, treating the tissues rting teeth, oral pathology or pub- ealth dentistry. May engage in teaching or research. May do all these things in mission schools, hospitals, and "homes."

Preparation requires / 2 or 3 yrs. pre-dental college work followed by 4 yrs. of professional training in a dental school. Predental education includes courses in English, biology, physics, inorganic and organic chemistry. Graduate work in basic science for teaching or research. Pass state board exams for general or specialized work.

Personal qualifications / Should have manual skills, good visual memory, excellent judgment of space and shape, delicacy of touch and ability to master scientific subjects. A liking for people and a good business sense are also helpful.

NURSE

On-the-job activities / Administers medications and treatments prescribed by a physician, observes, evaluates, and records symptoms, reactions and progress of patients; assists in patient education and rehabilitation. May instruct, perform research, administrate.

Preparation requires / High school graduation plus 2-3 yrs. hospital training. Post-graduate training and/or additional 2-3 yrs. college study for some specialized positions. Completion of state board exam for registration and license. Nurse's aid training during summer helpful.

Personal qualifications / Accuracy, reliability, inquiring mind, ability to understand and follow instructions and to work with others. Sympathetic attitude.

MEDICAL TECHNOLOGIST

On-the-job activities / Perform variety of lab tests that assist doctors in detection, diagnosis and treatment of

disease. Make complex clinical examinations, conduct tests or studies concerning examinations and treatment of patients. Do research on new drugs or the improvement of lab techniques; perform administrative duties as technical head of a lab. Supervise and teach technicians and helpers.

Preparation requires / 3 yrs. of accredited college work with one-third of credits in biology and chemistry, followed by 12 months of technical training in a school of medical technology. May obtain bachelor of science degree in medical technology.

Personal qualifications / Extreme accuracy and patience, dependability, resourcefulness, manual dexterity, ability to follow directions and remain calm under pressure. Should have desire to provide service to the sick and an interest in science. Good eyesight is a basic requirement.

OCCUPATIONAL THERAPIST

On-the-job activities / Concerned with rehabilitation of patients physically or mentally disturbed. Select and direct activities tailored to meet the patient's needs and sometimes make equipment for these activities.

Preparation requires / 4 yrs. college with major in occupational therapy plus one year clinical experience. Exam required for registration. Summer work in hospitals, camps, YMCA's and children's groups helpful.

Personal qualifications / Ability to reason, make judgments and teach techniques. Manual dexterity, knowledge of many crafts for supervisory work. Sympathetic attitude, patience, sense. Interest in creative arts and service to others.

PSYCHOLOG

On-the-job activities / Give diag tic test, provide individual or group chotherapy, interview, counsel individ assist in selecting workers for jobs, and do research work.

Preparation requires / 4 yrs. col with major in psychology plus one graduate study leading to M.A. de is minimum. For advanced positio Ph.D. is required (4-5 yrs. grad study), and one year supervised ex ence.

Personal qualifications / Interes service to others, in science of hu behavior, intellectual and analytical ity, sound judgment, tolerance, emoti stability, ability to keep confidence

PHARMA

On-the-job activities / Advise tors on use and availability of drug prescriptions ordered by physicians. research, write or teach.

Preparation requires / Gradu from 4 yr. pharmacy college plus year practical experience under s vision of registered pharmacist.

Personal qualifications / Apt for science and math, liking for d orderliness.

HOME ECONOMICS

On-the-job activities / W o r teacher, interior decorator, clothe signer, radio or TV commentator, cian. Do church work with childr

ry schools or day care centers; management and buying for hos-, camps and other church institu-; teaching in mission schools. Re-h and rehabilitation of handicapped makers.

aration requires / 4 yrs. college ng to B.S. in home ec. Master's or or's degree for jobs as nutritionist, rcher or administrator. Summer jobs mp counselors, nurse's aid, sales per-in home furnishings or food depts. ul.

onal qualifications / Strong in-t in the welfare of people and in making activities. Ability to work people of various backgrounds. Ca-y for leadership with ability to in-cooperation, good grooming, poise, pleasant manner.

IISTRY

PASTOR AND MISSIONARY

he-job activities / A pastor at or abroad is a leader in worship, acher of the Word, administers the ments in the name of the church, eader in Christian education, coun- and pastor, administrator and or-ational guide.

aration requires / 4 yrs. of liberal n college plus 3 yr. divinity course .D. or Th.B. degrees and denom-nal ordination. For service abroad, edge of the language of the people vorking with and additional training edicine, agriculture or some other cal field is most helpful. Investi-summer possibilities of work in n camps, school camps, among roppers, migrant workers, industrial s, as hospital attendant, on work cts at home or abroad, in com-y and YMCA programs, caravan-

Personal qualifications / Deep commitment to God. A desire to serve your fellow man. Above average academic grades. Capacity for leadership, sensitivity to needs and aspirations of others. A willingness to grow spiritually and mentally.

DIRECTOR OF CHRISTIAN EDUCATION

On-the-job activities / Plans whole church teaching program. Is engaged in teacher training. Gives leadership counsel to each age group. Guides activities of clubs, youth groups, and does recreational leadership.

Preparation requires / 4 yrs. college plus one or more years of graduate study for Master's degree in religious education or B.D. degree.

Personal qualifications / Same as for a minister. Should like children. Like and be able to teach.

SCIENCE

ENGINEERING

On-the-job activities / Develop and design new and improved products by calculating costs, efficiency, durability of materials and construction of buildings. Perform managerial functions, teach, do research work. Serve in church radio, film and TV enterprises as recording engineer.

Preparation requires / 4 to 5 yrs. college with majors in math or science leading to bachelor's degree in engineering. Specialized training necessary for several fields.

Personal qualifications / Aptitude for math, science. Ability to visualize size, form, function. Initiative, accuracy, manual dexterity, imagination.

CHEMIST

On-the-job activities / Research in solving immediate practical problems and/or extending scientific knowledge. Work as teachers, administrators, salesmen for private industries. Work in labs, testing, analyzing, finding practical solutions to problems; in church-sponsored hospitals and clinics as X-ray technician, pharmacist.

Preparation requires / 4 yrs. college graduate study usually required for professional advancement.

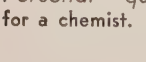
Personal qualifications / Intellectual curiosity, mathematical and scientific aptitude, meticulous accuracy, manual dexterity, above average patience. Interested in solving problems and puzzles, in trying out things with instruments and apparatus.

PHYSICIST

On-the-job activities / Research and college teaching. Specialized work in mechanics, heat, sound, etc.

Preparation requires / Minimum of 4 yrs. college with a major in physics. Graduate study required for specialized fields and for advancement.

Personal qualifications / Same as for a chemist.



MATHEMATICIAN

On-the-job activities / Calculate orbits of earth satellites. Translate business and scientific problems into math terms for solution by electronic computer. Seek to increase basic knowledge (pure math), develop new techniques in solving problems in economics, physics (applied math) or utilize knowledge to obtai merical answers to specific problems as insurance actuaries (math com tion). Teaching. Work in church-bu management for national church a cies, actuarial, accounting work for sion boards.

Preparation requires / 4 yrs. co with major in math. Graduate tra for many positions—especially tea and research work in applied areas as engineering, and atomic researc

Personal qualifications / Keen cal mind, imagination, intellectual osity, a desire to analyze and solve and difficult problems. An ability t press yourself simply and compre bly.

SKILLED CRAFTSMAN

On-the-job activities / Work in ufacturing, construction, all kinds dustry. Serve as carpenters, auton mechanics, repairmen, plumbers, pr tool and die makers and many special skills.

Preparation requires / Formal ap ticeship programs which combine o job training with related trade instru Informal working experience. High education or its equivalent with and science courses is importar skilled trades. Further technical tr after high school is desirable.

Personal qualifications / Mech aptitude, manual dexterity, good cal condition. Independent ju and a comprehensive knowledge processes involved in their work a portant.

CIAL WORK

SOCIAL WORKER

he-job activities / May work government, church, private agen- to help people with individual or y difficulties. Arrange for counsel- ervices, job guidance, medical care. uct leisure time activities. Some with children as school or child re workers. Others do social group with elderly people, delinquents. others concentrate on hospital, psy- ric and rehabilitation work.

aration requires / 4 yrs. college degrees in social work, group work, logy. Two year's graduate educa- for beginning jobs and advance- . Volunteer or part-time work with s, in settlement houses, hospitals summer camps.

onal qualifications / Interest in le and social problems. Initiative perseverance in following through an nment, ability to organize work ac- es efficiently. A pleasant manner in ng with people. Willingness to see points of view objectively and abil- o use good judgment when dealing problem situations.

RECREATION WORKER

the-job activities / Director of nunity center, YMCA, recreation ram in industry. Work as playground r, music director, director of handi- s, drama coach. Teacher of some or activity, athletic coach, teacher creation in college or high school. bove jobs in national, state, local nment; the armed forces; volun- agencies; penal institutions, chil- homes and hospitals; field houses ollege unions; boys' clubs; churches; tals; camps, resorts and other rec- on enterprises.

Preparation requires / 4 yrs. college studying general education, recreation skills, recreation theory, supervised field experience. Courses in English, public speaking, art, phy. ed., music, vocational arts are helpful. Participation in extra-curricular debating, sports, dramatics, music, school publications, hobby groups. Work for pay or as a volunteer during vacation months on playgrounds in the recreation program of local community agency or in a summer camp.

Personal qualifications / Enjoy working with people and possess an urge to help others. Should have sense of humor, tolerance, sympathy, an abilitity to promote and manage in a genial manner. Enthusiasm, energy, optimism, attractive appearance, pleasing voice and speaking ability are also helpful assets.

TEACHING

On-the-job activities / Classroom instruction, preparing lessons and tests, checking papers, conferences with parents and supervisors, often other after-classroom jobs with extra-curricular activities. A church career may be directing Christian education work in local church, teaching in weekday religious education, teaching in mission schools in U.S. and abroad.

Preparation requires / 4 yrs. college with education courses, courses in field of special study and a student teaching experience. M.A. preferred in many high schools, required in colleges. Consult state and local education departments for current teacher certification requirements.

Personal qualifications / Interested in subject of specialization, in children and young people. Ability to communicate ideas. Good physical condition, emotional stability, ability to work with others, patience, capacity for leadership and good judgment.

touch & go

Poem Is a Disgrace

I usually enjoy your magazine and I think it helps us in many ways. *But* when I saw the so-called poem on page 30 of the Christmas issue, I was astonished. Most of the things mentioned are representing our love for Christ, but Mr. Ferlinghetti doesn't seem to think so! ! ! "Christ Climbed Down" was a disgrace to your magazine! The only sentence suitable for that *thing* is, what kind of a nut are you anyway?

—*Ruthie Light*
Reading, Mass.

Christmas Issue Hits Ball

Please accept my thanks to you and your whole staff for an excellent magazine. You always hit the ball but you knocked it out of the park with the December '61 issue. Thanks for adding to a meaningful Christmas!

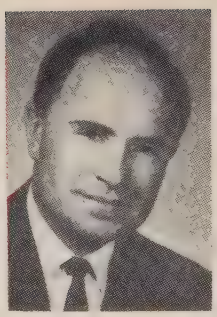
—*Rev. George E. Burton*
Pueblo, Colo.

Christmas YOUTH Excellent

Christmas, 1961 YOUTH is excellent!

Wish I had enough to use for Christmas greetings.

—*Rev. Ralph L. Casebolt*
Mason City, Iowa



PROFIL

introdu
Scott Lib

Rev. Scott Libbey, author of "A Lif Invest" (p. 3), is a newly-elected gram secretary on the youth ministry of the Board for Homeland Ministrie the United Church of Christ. He share in the leadership of the denom tional youth program with Mr. H. Tani, who is chairman, youth ministr the United Church. Mr. Libbey come his new job from a wide backgroun the youth field. He was raised in I where he was Iowa's PF President later National Personal Action Chair in Pilgrim Fellowship. His post-school education was at the Universit Iowa and Chicago Theological Semin

From 1954-1958 he was minister of First Congregational Church in Red Iowa. Since 1958 Mr. Libbey has Minister of Christian Education of Iowa Congregational Christian Co ence. The program which he devel in this post touched every aspect of life of the Iowa churches. And man pects of this ministry have been use models across the country.

Scott is married and the father of children. His office will be at 1505 Street, Philadelphia 2, Pa.

ıay we quote you?

ıe art of being is facing the ct that your biggest task is not get ahead of others, but to ſpass yourself.

—*Wilfred A. Peterson*

ıw is the Christian to see *work?* e consider individual work or ɔrk in common as an act of lidarity. The end a man has view in his work becomes an t of gratitude—of gratitude to e Lord of life, to whom our ɔrk also belongs, and therefore definite desire to use the tools our work not to rule, but to ırve. This attitude certainly in-ılves the risk of not being suc-ssful in our careers; but as e end is not success or a spe-ıl prosperity, it is right also to ce the risk with all its conse-ıences.

—*Robert Jefford*

shall pass through this world ıt once. If, therefore, there be ıy kindness I can show, or any ıod thing I can do, let me do it ıw; let me not defer it or glect it, for I shall not pass is way again.

—*Etienne De Grellet*

ɔ man can live happily who re-rds himself alone, who turns erything to his own advantage. ıou must live for another if ou wishes to live for thyself.

—*Seneca*

ople would be a lot less sensi-e about failure if they remem-red it just doesn't matter, ex-pt as a guidepost for oneself.

—*Harold Helfer*

ıe turning points of lives are ɔt the great moments. The real ises are often concealed in oc-rences so trivial in appearance at they pass unobserved.

—*William E. Woodward*

COVER STORY

Being young is a wonderful thing. You're a student; an animal in transition. You're free to ask and think and wonder. You're free to plan and hope and dream. You're waiting for inspiration. You're searching for bold purposes. You're eager to make commitments. You live in a stimulating world of ideas. It calls you to be faithful to what you are and where you are. It confronts you with the great and wise, the fool and failure. It urges you to choose. Vocation is a process of growth—of repenting — believing — loving. Being young is a magnificent and free thing. It calls you to grow.

CREDITS FOR THIS ISSUE:

PHOTOS: 1, 12, Ken Thompson; 3, Max Thorpe; 6, 8, 10 David Spilver, former Union Theological Seminary student, and Guy Gillette-Lensgroup; 28, 31, Edward Wallowitch; 32, Armstrong Roberts.

ARTISTS: 16, Jim McLean, "The Quitter"; 16, Charles Dozier; 17, Charles Schulz, copyright 1961, Gospel Trumpet Co.; 17, "Bratford" by Murray McKeehan.

AUTHORS: Rev. Scott Libbey, Secretary of youth work of the Board for Homeland Ministries of the United Church of Christ; R. P. Shober, author of "What Will I Be?" is in the Ph.D. program in guidance at Western Reserve University, Cleveland, O.; Rev. Rudy Raber, pastor of Hugh Avenue United Church of Christ, Cleveland, O.; (32) poem by Orlin W. Donhowe, Jr., Associate Secretary of the West Central Area Council YMCAs in Topeka, Kan., first appeared in *The Intercollegian*, which is published by the National Student Councils of the YMCA and the YWCA, and is reprinted here by permission.

CALLED

How am I called? By a name first of all. My parents hung it on me the day that I was born; having, no doubt, connived to tag me with it even before that—unless, of course, I had turned out to be of the opposite sex. Now that I have it, my name is me! At least to those who know me the sight or sound of that garbled bit of verbage conjures up an image of features, habits, and traits that add up to "me." There is no point in considering being "called" in any high-minded manner until I have first recognized my calling to be a person—to be myself. Who else is there to answer God's call for someone to fill this slot?

What we are getting at here is that the first calling of every person is to live; to live as himself. No matter what titles you may come to put before your name, no matter what letters you may be entitled to write after it, no matter how many or how different are the answers you give in the space marked "occupation," the simple fact that you are here means that you have been called to be you. Your name is a symbol of this initial and basic vocation.

This very elementary fact is extremely important. Anything else that you may come to do with your life is already and at least a second step. A calling is a deeply personal thing. *You* are called. That medical missionary treating the sick will not be Thomas Dooley, but *you*. That astronaut venturing into unconquered space will not be Alan Shepard but *you*. That hard-hitting editorial columnist will not be James Reston, but *you*. You are the one who is called, you are the one who responds or rejects, you are the one who will do well or do poorly. There can be no call to you unless *you* are there—unless you are *you* in an honest, let's-face-it way.

The question, of course, was "how?" wasn't it? Well, in some ways the seeds of your calling are already sown in your particular personality. You have likes and dis-

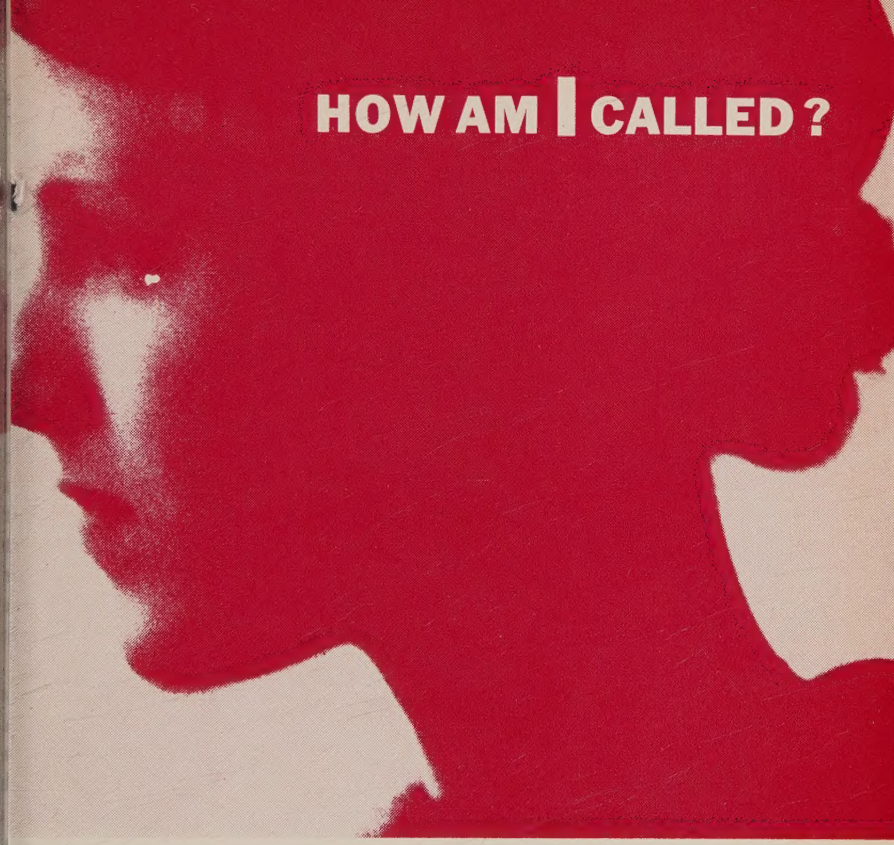
likes, things you do well and things you do not so well. Your perso character is, in some degree, already bent in certain directions. Th things must be considered as reasonably sound indications of what wants you to do for the simple reason that he is the One who you together that way. At the same time we need to be careful lest we ceive ourselves about the true facts. Motives require constant analysis so do talents. It does not *necessarily* follow that our calling lies where *seem* to have the most capabilities. To be "called" does not mean that h thinking on your part is automatically eliminated.

Life is pretty well made up of what sociologists call "interactions." T is the give and take, the swapping back and forth, the rubbing on rubbing off of all the kinds of influences, impressions, experiences ideas that personalities are made of. Much of the time we are quite unaw that this "interacting" is going on, much less being aware of its cont But this is the process by which life is built and society ticks along. It highly sensitive and dynamic process within which there is no such th as a meaningless or unimportant matter. Everything that happens, ev word and every act, is a profound and significant thing with deep ca and far-reaching consequences. The mere fact that we are unable to t it all down and label the parts does not make it less true.

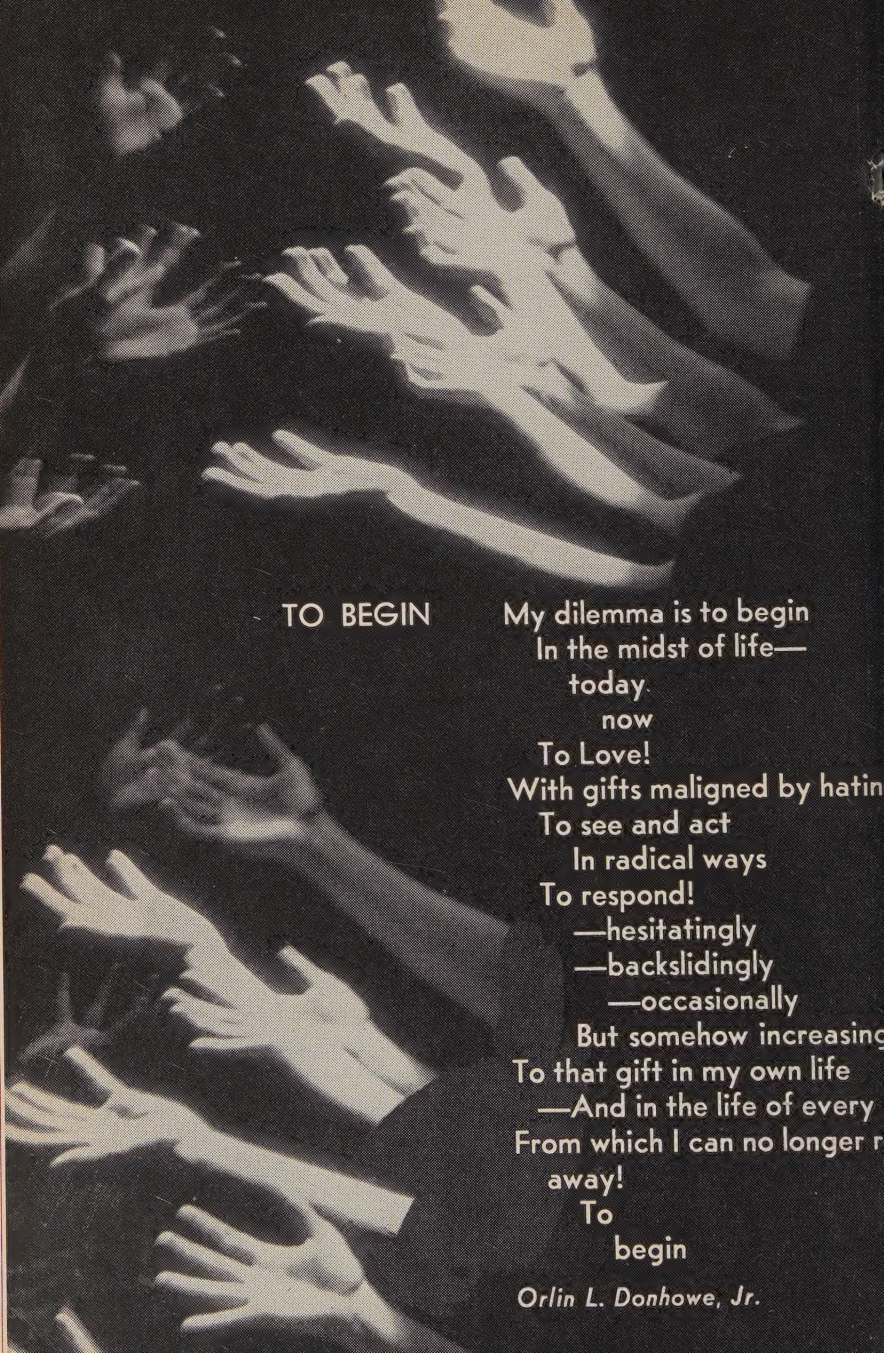
This process of interaction is the place where God most frequently d with us. Here is where angels commonly walk—looking very much ordinary people; here is where the thunderbolts roll and the lightni flash; here is where those depth charges are set that blast some later soli moment with an exploding insight. You will look pretty much in for "signs in the sky" pertaining to your call—because it is crackling around you. Never mind the weather—pay attention to God! Look at ple with the eyes of your heart! Listen, not just with your ears but your feelings. Walk the earth barefooted! Your call will come. It zip like a spark before your eyes, or beat in your ears like a drum, or s in the sole of your foot like a thorn!

You see, there really isn't a thing in the world which is not sacred. just doesn't sign every letter or label every box. He doesn't have to. Ev thing is his invention and his tool. Some of them are a little bent battered perhaps, and some have fallen into the wrong hands; but n forget that evil is a parasite with no resources of its own. "The earth is Lord's and the fulness thereof. . . ." and that includes us. That's why have to consider this whole matter of calling to begin with. The partic person who is known by your name belongs to God, the final settler of your full vocation depends on your humble facing of that fact.

HOW AM I CALLED?



ou will have noticed that not much has been said about specific occupa-
s and that has been deliberate. God's calling could lead you into almost
of them and if you need help in determining what you ought to do in
specific terms you should discuss it with someone who knows you per-
lly. What we have been saying is that the basic virtues to which God
hrist most surely calls all of us—such things as faithfulness, service,
esty, and love—do not attach themselves to an occupation but to a per-
What you are will pretty much take care of what you do, and in that
ection someone has wisely said; "It isn't so much what you do to live,
what you live to do!"—R. W. RABER



TO BEGIN

My dilemma is to begin
In the midst of life—
today
now
To Love!
With gifts maligned by hatin
To see and act
In radical ways
To respond!
—hesitatingly
—backslidingly
—occasionally
But somehow increasing
To that gift in my own life
—And in the life of every
From which I can no longer r
away!
To
begin

Orlin L. Donhowe, Jr.